My first accomplishment is the participation of my high school concert band at the 2010 city-wide music performance festival. (*Artifact 1*) This festival focuses on the assessment of high school bands performing a variety of high quality music literature.

This festival provided an opportunity for my high school band and others in our city to perform and be assessed outside of the regular classroom environment by professional musicians and veteran music educators. The festival format allows students and teachers to hear other performers while competing against a standard of excellence instead of each other; as represented by the performance rubrics developed for each event. (*Artifact 2*) The assessment is broken up into two parts, music performance of three musical arrangements prepared prior to the assessment, and sight reading of one composition. The requirements of the prepared band arrangements are a march, a grade 3 or higher arrangement, and a slow ballad. The adjudicators submit a rubric assessment on paper of each piece performed, as well as an audio tape of commentary assessment during the actual performance of each piece.

**This accomplishment is significant** because students have a chance to receive specific feedback on both their own music performance and the music performance of the entire ensemble. Through this festival my students got the opportunity to listen to many other high school bands participating in the event. This accomplishment facilitated communication between my students, students at different high schools, and the greater music education community in my city. This accomplishment is also significant to because it is the first time my high school has participated in this event since the 1970’s. This educational experience was not available to my students until I became their music teacher.

**As a partner with student’s families** this accomplishment is significant because some of my students’ parents attended the event, experiencing both the performance and assessment process. Unlike a regular concert, parents were able to accompany the students in the warm-up room, and listen to the concert and sight-reading portions of the assessment while the adjudicators gave comments. This firsthand experience gave the parents a better understanding of the music education process and an inside look into what goes on in the classroom.

**This accomplishment is significant as a learner** because through professional development and application of strategies learned at a state music education conference, (*Artifact 3*) I was able to use these sight reading strategies I learned during the sight reading portion of the assessment. This experience allowed me to directly relate professional development to classroom instruction through strategies gained from professional development at the conference I attended. During the preparation process, I extensively researched high quality music literature to meet the requirements of programming for the event, therebyincreasing my overall knowledge of concert band music repertoire. Some of the books I used to research music were the *Teaching Music through Performance in Band* Series and *Best Music for Beginning Band: A Selective Repertoire Guide to Music and Methods for Beginning Band*. Thefeedback received from the adjudicators impacted my own education by assessing my effectiveness as an instructor. I reviewed and reflected on that feedback in dialogue with my students, and applied it directly to my instruction, assessment, planning, and overall music program.

As a **collaborator and leader** with colleagues and professionals, I was in **contact with other high school band directors** about rehearsal strategies, musical selection, the adjudication process, and overall preparation of my ensemble. In the months leading up to the assessment I was in contact with multiple band directors, with whom I perform in community bands on a weekly basis. We discussed types of programming, exchanged advice about utilizing the strengths of your ensemble when choosing music, music literature grade and quality, and what would best address the needs of our students. I also **collaborated with the adjudicators** by participating in this event and gaining their knowledge, insight, and advice on improving my band program and teaching techniques. Finally, this event involved **interdisciplinary collaboration** with the English department. My students watched their performance on videotape and listened to the adjudicator’s comments on audio tape. We then discussed the adjudicator’s assessment, students assessments of the band and their own performance, and used these discussions as a foundation for written reflections. These reflections were composed in **interdisciplinary collaboration** with the English department using best practices in writing and were graded by these guidelines.

This accomplishment has had a **direct impact on student learning** through the rehearsal and preparation process, the performance at the event site, and the reflection process afterwards in class. The adjudicator’s notes and audio recordings were reviewed after the assessment took place; their comments were then applied to the pieces chosen and performed for the next concert series. One adjudicator suggested developing tone quality. He advocated incorporating long tones in 4, 8, 12, 16, and 32 beat progressions into the daily warm-up routine, focusing student attention on breathing and sound production. Using this same format, I also incorporated crescendos and decrescendos to help develop ensemble balance and dynamic control. These practices produced significant improvements in my ensembles tone quality after the assessment.

This accomplishment impacted student learning by allowing them to reflect on their experience and thereby gain a greater understanding of the assessment process, critically assessing their own performance and the overall performance of the full ensemble. This accomplishment engaged students, teachers, parents, and community in a city-wide event that fostered student learning and improved instruction through the assessment process.